

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

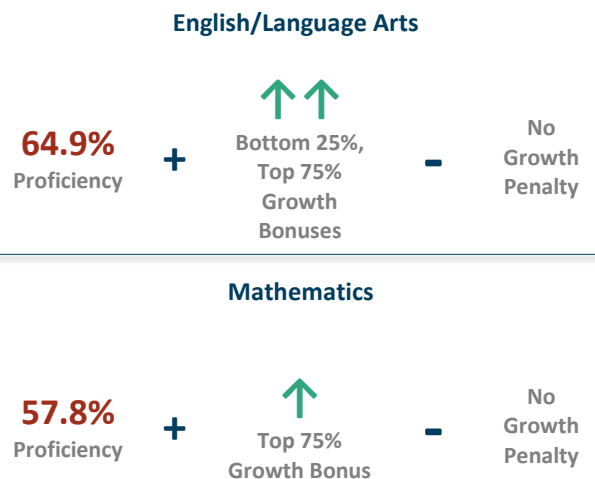
The Indiana State Board of Education awarded Avondale Meadows Academy an **A** for its 2014-15 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results

In Spring 2015, 64.9% of Avondale Meadows Academy students passed the English/Language Arts portion of ISTEP+, while 57.8% of students passed the Mathematics portion.

In English/Language Arts, Avondale Meadows Academy earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school received no penalties for overall low growth.

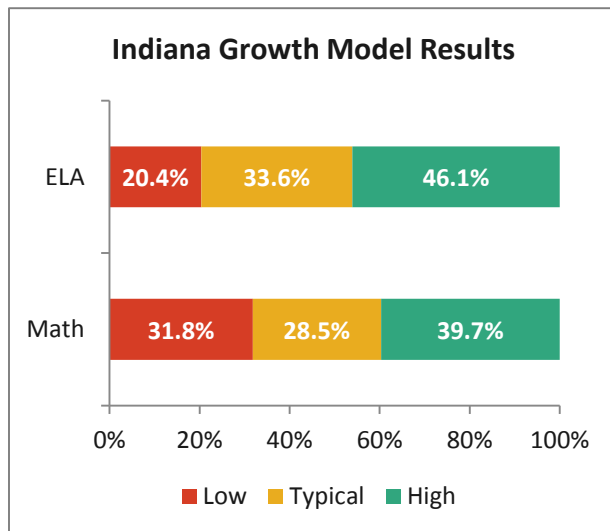
In Mathematics, the school earned a bonus point for high growth in the Top 75% super subgroup, and the school received no penalties for low growth.



On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since AMA received an **A** in 2014, that is its final grade for the 2014-2015 school year. Thus, the school receives an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	Only applicable to schools serving students in any one of, or combination of, grades 4-8.						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS					

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 79.6% of Avondale Meadows Academy students made typical or high growth in English/Language Arts, while 68.2% made those gains in Mathematics.

A

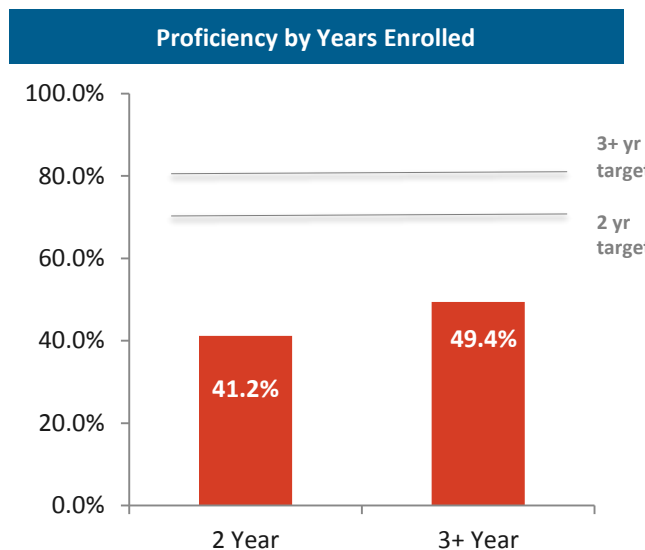
As shown in the table below, a weighted average across both subjects shows that 73.9% of students at Avondale Meadows Academy made sufficient gains in 2014-15. Thus, the school receives a **Meets Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	20.4%	33.6%	46.1%	79.6%
Math	31.8%	28.5%	39.7%	68.2%
Weighted Average				73.9%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard		Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.				
	Approaching standard		At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Meets standard		At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Exceeds standard		At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	DNMS					

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

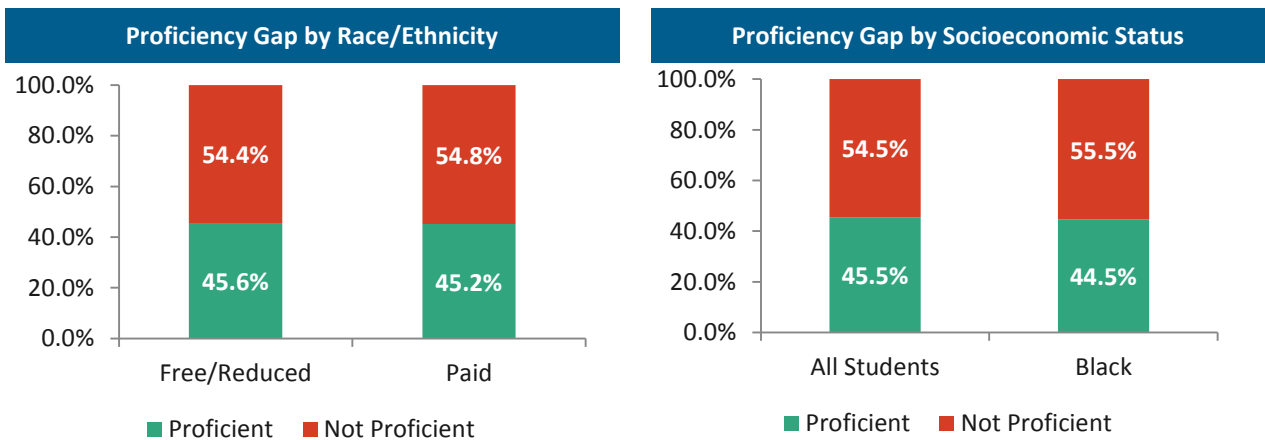
Of those students enrolled at Avondale Meadows Academy for two years, 41.2% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 49.4% were proficient on both subjects. Thus, the school earns a **Does Not Meet Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	ES					

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Avondale Meadows Academy is captured below.



While 45.5% of all 3rd – 8th grade Avondale Meadows Academy students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of a variety of student groups.

OEI was unable to examine gaps in racial subgroup performance due to a largely homogenous student population. In order to report subgroup proficiency, there must be at least 30 students in the group. However, the performance of black students compared to that of all students can be seen in the left graph above.

OEI was able to examine socioeconomic subgroup performance. As shown in the right graph above, Avondale Meadows Academy has a slight proficiency gap between Paid lunch student proficiency and Free/Reduced lunch proficiency, resulting in a difference of 0.4%.

The 0.4% difference in socioeconomic group performance leads to Avondale Meadows Academy receiving an **Exceeds Standard** on the OEI performance framework for the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS					
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					95.8%	MS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Avondale Meadows Academy has an aggregate attendance rate of 95.8%, with all but one grade level maintaining the 95% standard. Due to its aggregate rate, Avondale Meadows Academy receives a Meets Standard on the OEI performance framework.

Attendance by Grade Level

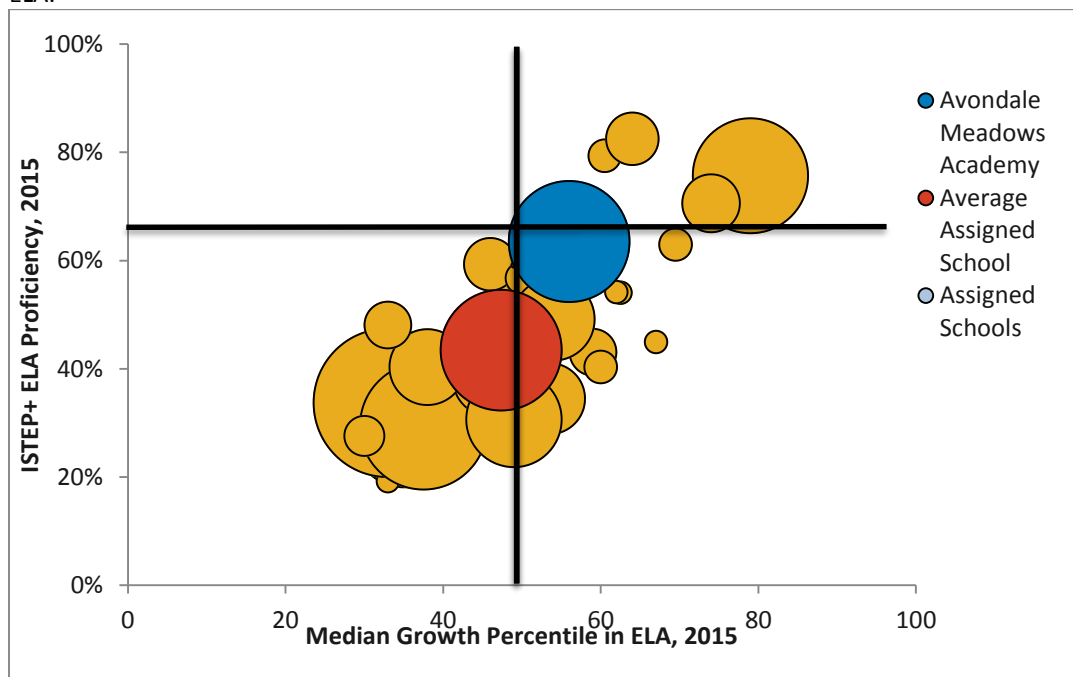
Kindergarten	94.8%	✗
1 st Grade	95.4%	✓
2 nd Grade	96.2%	✓
3 rd Grade	95.7%	✓
4 th Grade	96.4%	✓
5 th Grade	96.1%	✓
Overall Average	95.8%	✓

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

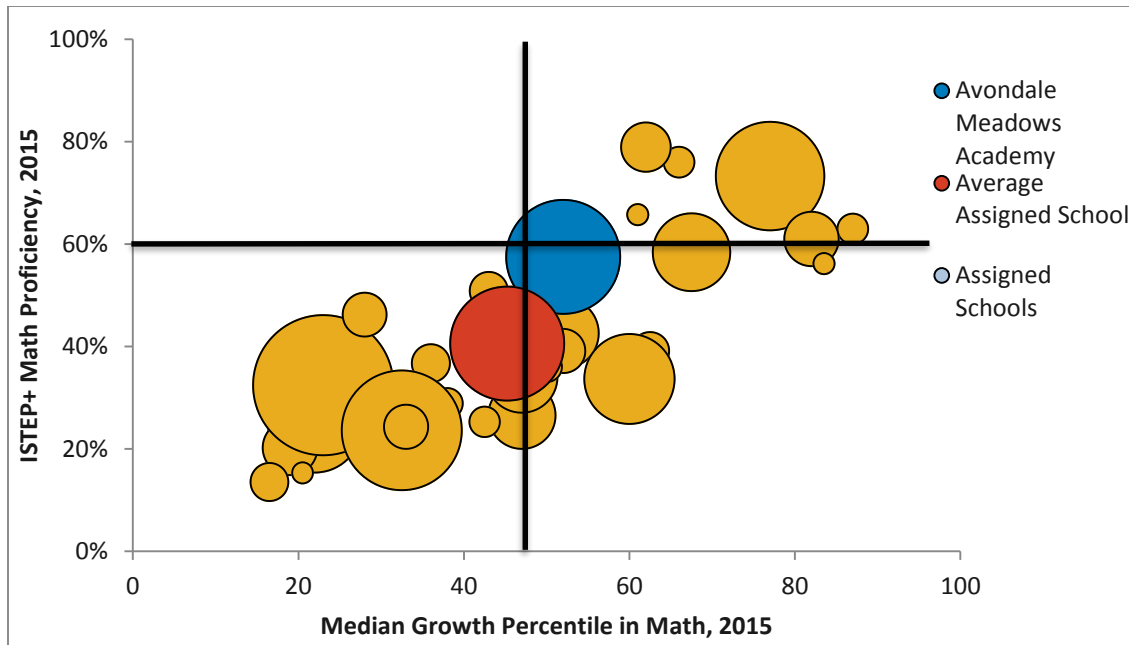
The Office of Education Innovation compared the performance of Avondale Meadows Academy to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Avondale Meadows Academy. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Avondale Meadows Academy students.

As shown below, Avondale Meadows Academy students' overall proficiency outpaced that of their peers in English/Language Arts. Avondale Meadows Academy students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Avondale Meadows Academy students' overall proficiency outpaced that of their peers in Math. Avondale Meadows Academy students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Avondale Meadows Academy students outperformed their peers in four of four categories, earning the rating Exceeds Standard for the 2014-15 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	AS					
School-specific Information	Goal					Result	Rating
	75% of students will meet their NWEA growth goals.					73%	AS
	65% of AMA students will make one year's growth on the end of year STEP assessment.					63%	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, Avondale Meadows Academy set its first goal around student growth as measured by the NWEA assessment. The school reports that 73% of students completed the requirements for the goal in Reading and in Math. Based on the targets the school set the school is **approaching standard** on its first goal.

Avondale Meadows Academy set its second goal around student performance on the STEP Reading assessment. The school reports that 63% of students completed the requirements for this goal, and thus is **approaching standard** on its second goal.

Overall, Avondale Meadows Academy receives an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The mission of Avondale Meadows Academy is to offer a first class education to every child, limited only by the child's capability. Each student will have the opportunity to reach predefined academic standards while providing a foundation of ethical, civil behavior, all of which will be measurable per our accountability plan. We will use scientifically based instructional content-rich curricula, and seek out and encourage parental and community involvement at all levels of the program.